

| Project Title  | Funding     | Strategic Plan Objective | Institution                                |
|--|-------------|--------------------------|--|
| 1/2 Treatment of Feeding Problems in Children with Autism  | \$229,121   | Q4.S.A                   | University of Pittsburgh                   |
| 2/2-Treatment of Feeding Problems in Children with Autism  | \$229,662   | Q4.S.A                   | UNIVERSITY OF ROCHESTER                    |
| 2/3 Treatment of Anxiety in Autism Spectrum Disorder   | \$158,738   | Q4.S.A                   | UNIVERSITY OF SOUTH FLORIDA                |
| 1/3 Treatment of Anxiety in Autism Spectrum Disorder   | \$223,685   | Q4.S.A                   | University of California, Los Angeles      |
| The Effects of Intranasal Oxytocin on Social Cognition and Neural Activity   | \$401,068   | Q4.S.A                   | Emory University                           |
| Anxiety treatment for children with autism and intellectual disability   | \$0         | Q4.S.A                   | University of California, Los Angeles      |
| Autism Intervention Research Network on Physical Health (AIR-P network)  | \$1,234,638 | Q4.S.A                   | Massachusetts General Hospital             |
| Treating autism and epileptic discharges with valproic acid  | \$0         | Q4.S.A                   | Boston Children's Hospital                 |
| A Controlled Trial of Transcendental Meditation to Treat Anxiety and Stress Among Adolescents with Autism Spectrum Disorders | \$0         | Q4.S.A                   | Center for Autism Assessment and Treatment |
| Sleep education program for adolescents with autism spectrum disorders   | \$10,000    | Q4.S.A                   | Vanderbilt University                      |
| A behavioral analysis of anxiety in children with autism   | \$6,815     | Q4.S.A                   | New England Center for Children            |
| 3/3 Treatment of anxiety in autism spectrum disorder   | \$189,711   | Q4.S.A                   | TEMPLE UNIV OF THE COMMONWEALTH            |
| The role of glutamate receptor interacting proteins in autism  | \$125,000   | Q4.S.B                   | Johns Hopkins University                   |
| Examination of the mGluR-mTOR pathway for the identification of potential therapeutic targets to treat fragile X             | \$0         | Q4.S.B                   | University of Pennsylvania                 |
| Preclinical evaluation of NMDA receptor antagonists for treating Rett Syndrome   | \$396,250   | Q4.S.B                   | CASE WESTERN RESERVE UNIVERSITY            |
| Neural mechanisms of social reward in mouse models of autism   | \$124,997   | Q4.S.B                   | Stanford University                        |
| Deficits in tonic inhibition and the pathology of autism spectrum disorders  | \$0         | Q4.S.B                   | Tufts University                           |
| Characterization of brain and behavior in 7q11.23 duplication syndrome-Core  | \$164,326   | Q4.S.B                   | University of Toronto                      |
| Vicarious Neural Activity, Genetic Differences and Social Fear Learning  | \$56,978    | Q4.S.B                   | Oregon Health & Science University         |
| Mechanisms of stress-enhanced aversive conditioning  | \$381,250   | Q4.S.B                   | NORTHWESTERN UNIVERSITY                    |
| Studies of genetic and metabolic disorders, autism and premature aging   | \$157,328   | Q4.S.B                   | National Institutes of Health              |
| THE GENETIC AND NEUROANATOMICAL ORIGIN OF SOCIAL BEHAVIOR  | \$391,250   | Q4.S.B                   | BAYLOR COLLEGE OF MEDICINE                 |
| Exploring VIPR2 microduplication linkages to autism in a mouse model   | \$0         | Q4.S.B                   | University of California, Los Angeles      |
| Misregulation of microtubule dynamics in Autism  | \$0         | Q4.S.B                   | Drexel University                          |

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|--|-----------|--------------------------|--|
| Behavioral evaluation of a novel autism mouse model  | \$30,000  | Q4.S.B                   | Shriners Hospitals for Children - Northern California                    |
| Endocannabinoid Enhancement of Sociability in Autism-related Mouse Models                    | \$25,000  | Q4.S.B                   | University of California, Irvine   |
| Regulation of Neuroligins and Effects on Synapse Number and Function                         | \$759,674 | Q4.S.B                   | National Institutes of Health  |
| Deep Brain Stimulation for Autistic Self-Injurious Behavior                                  | \$60,000  | Q4.S.B                   | Johns Hopkins University   |
| Comprehensive Phenotyping of Autism Mouse Models   | \$58,713  | Q4.S.B                   | University of Pennsylvania   |
| A NOVEL TRANSLATIONAL MODEL OF AUTISM SPECTRUM DISORDER                                      | \$223,125 | Q4.S.B                   | Emory University   |
| CHD8 and beta-catenin signaling in autism  | \$62,500  | Q4.S.B                   | University of Chicago  |
| A mouse model of top-down interactions   | \$100,000 | Q4.S.B                   | Rockefeller University   |
| Optical imaging of circuit dynamics in autism models in virtual reality                      | \$184,781 | Q4.S.B                   | Harvard Medical School   |
| PsychoGenics Inc.  | \$218,567 | Q4.S.B                   | PsychoGenics Inc.  |
| A novel window into ASD through genetic targeting of striosomes - Core                       | \$83,764  | Q4.S.B                   | Massachusetts Institute of Technology                                    |
| The Role of Cation/Proton Exchanger NHE9 in Autism   | \$62,500  | Q4.S.B                   | University of California, San Francisco                                  |
| Dissecting striatal circuit dynamics during repetitive behaviors in autism                   | \$182,254 | Q4.S.B                   | Fundação D. Anna de Sommer Champalimaud e Dr. Carlos Montez Champalimaud |
| Casein Kinase 1 Inhibitors for Treatment of Autism   | \$349,610 | Q4.S.B                   | INTRA-CELLULAR THERAPIES, INC.   |
| Role of the CUL3-mediated ubiquitination pathway in autism                                   | \$59,340  | Q4.S.B                   | Portland State University  |
| Circuit-level developmental and functional dynamics in an ASD genetic model                  | \$60,000  | Q4.S.B                   | University of Queensland   |
| Linking cortical circuit dysfunction and abnormal behavior in genetic mouse models of autism | \$258,358 | Q4.S.B                   | University of California, Los Angeles                                    |
| Rapid drug discovery in genetic models of autism   | \$59,834  | Q4.S.B                   | Research Center of Centre hospitalier de l'Université de Montréal        |
| Functional analysis of the Schizophrenia and Autism Spectrum Disorder gene TCF4              | \$457,500 | Q4.S.B                   | LIEBER INSTITUTE, INC.   |
| Pinpointing Genes Underlying Autism in Chromosomal Region 16p11.2                            | \$30,000  | Q4.S.B                   | Cold Spring Harbor Laboratory  |
| Functional connectivity in monogenic mouse models of autism                                  | \$55,260  | Q4.S.B                   | Fondazione Istituto Italiano di Tecnologia                               |
| Stable Zebrafish Models of Autism Spectrum Disorder  | \$75,250  | Q4.S.B                   | University of Miami  |
| Chromatin remodeling in autism   | \$125,000 | Q4.S.B                   | Stanford University  |
| Autism-linked TBR1 gene in learning-related synaptic plasticity                              | \$0       | Q4.S.B                   | Columbia University  |
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|--|-----------|--------------------------|---|
| How do autism-related mutations affect basal ganglia function?                                       | \$62,500  | Q4.S.B                   | University of California, Berkeley              |
| A zebrafish model to identify epigenetic mechanisms relevant to autism                               | \$60,000  | Q4.S.B                   | King's College London                           |
| Synaptic pathophysiology of 16p11.2 model mice   | \$125,000 | Q4.S.B                   | Massachusetts Institute of Technology           |
| Modeling The Serotonin Contribution to Autism Spectrum Disorders                                     | \$229,702 | Q4.S.B                   | Vanderbilt University                           |
| Identifying therapeutic targets for autism using Shank3-deficient mice                               | \$486,501 | Q4.S.B                   | ICAHN SCHOOL OF MEDICINE AT MOUNT SINAI         |
| Prefrontal function in the Shank3-deficient rat: A first rat model for ASD                           | \$544,401 | Q4.S.B                   | ICAHN SCHOOL OF MEDICINE AT MOUNT SINAI         |
| Identifying high-impact therapeutic targets for autism spectrum disorders using rat models           | \$0       | Q4.S.B                   | Mount Sinai School of Medicine                  |
| Investigating Wnt signaling variants in mouse models of ASD  | \$60,000  | Q4.S.B                   | University of California, San Francisco         |
| Investigations of a Proposed Molecular Feedback Loop in Cortical Neurons in Psychiatric Pathogenesis | \$25,000  | Q4.S.B                   | University of California, San Francisco         |
| 16p11.2 deletion mice: autism-relevant phenotypes and treatment discovery                            | \$200,000 | Q4.S.B                   | University of California, Davis                 |
| Preclinical Autism Consortium for Therapeutics (PACT)  | \$389,677 | Q4.S.B                   | University of California, Davis                 |
| Characterization of brain and behavior in 7q11.23 duplication syndrome-Project 1                     | \$90,696  | Q4.S.B                   | University of California, Davis                 |
| Investigating the effects of chromosome 22q11.2 deletions  | \$0       | Q4.S.B                   | Columbia University                             |
| Animal Model of Speech Sound Processing in Autism  | \$251,777 | Q4.S.B                   | UNIVERSITY OF TEXAS DALLAS                      |
| Rebuilding Inhibition in the Autistic Brain  | \$0       | Q4.S.B                   | Brandeis University                             |
| Preclinical testing of novel oxytocin receptor activators in models of autism phenotypes             | \$0       | Q4.S.B                   | University of North Carolina                    |
| Small-molecule compounds for treating autism spectrum disorders                                      | \$0       | Q4.S.B                   | University of North Carolina                    |
| Reversing BDNF Impairments in Rett Mice with TRPC Channel Activators                                 | \$142,398 | Q4.S.B                   | UNIVERSITY OF ALABAMA AT BIRMINGHAM             |
| Preclinical therapeutic target validation of glutamate receptors in Shank3 models of autism          | \$0       | Q4.S.B                   | University of Texas Southwestern Medical Center |
| Preclinical Autism Consortium for Therapeutics (PACT)-Boston Children's Hospital                     | \$316,301 | Q4.S.B                   | Boston Children's Hospital                      |
| Neurologin function in the prefrontal cortex and autism pathogenesis                                 | \$125,000 | Q4.S.B                   | Stanford University                             |
| Neural and cognitive mechanisms of autism  | \$0       | Q4.S.B                   | Massachusetts Institute of Technology           |
| The tissue-specific transcriptome anatomy of 16p11.2 microdeletion syndrome                          | \$60,000  | Q4.S.B                   | Massachusetts General Hospital                  |

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| Neurobiological Signatures of Social Dysfunction and Repetitive Behavior  | \$390,000   | Q4.S.B                   | Vanderbilt University                   |
| Characterization of the Schizophrenia-associated 3q29 Deletion in Mouse   | \$477,402   | Q4.S.B                   | Emory University                        |
| Testing brain overgrowth and synaptic models of autism using NPCs and neurons from patient-derived iPS cells                  | \$0         | Q4.S.B                   | University of California, San Francisco |
| Oxytocin Receptors and Social Behavior  | \$440,363   | Q4.S.B                   | Emory University                        |
| Novel approaches to enhance social cognition by stimulating central oxytocin release  | \$149,665   | Q4.S.B                   | Emory University                        |
| Roles of Oxytocin and Vasopressin in Brain  | \$1,947,833 | Q4.S.B                   | National Institutes of Health           |
| Microcircuit endophenotypes for autism  | \$62,500    | Q4.S.B                   | University of California, San Francisco |
| Understanding brain disorders related to the 15q11.2 chromosomal region   | \$125,000   | Q4.S.B                   | Johns Hopkins University                |
| Effects of Chronic Intranasal Oxytocin  | \$125,448   | Q4.S.B                   | University of California, Davis         |
| Effects of Chronic Intranasal Oxytocin  | \$1,103,903 | Q4.S.B                   | University of California, Davis         |
| Deep Phenotyping of Autism Spectrum Disorder Mice   | \$216,994   | Q4.S.B                   | Harvard University                      |
| Testing brain overgrowth and synaptic models of autism using NPCs and neurons from patient-derived iPS cells                  | \$0         | Q4.S.B                   | Salk Institute for Biological Studies   |
| Functional Analysis of Rare Variants in Genes Associated with Autism  | \$146,625   | Q4.S.B                   | Yale University                         |
| Understanding copy number variants associated with autism   | \$250,000   | Q4.S.B                   | Duke University                         |
| The role of PTCHD1 in thalamic reticular nucleus function and ASD   | \$125,000   | Q4.S.B                   | Massachusetts Institute of Technology   |
| Characterization of synaptic and neural circuitry dysfunction underlying ASD-like behaviors using a novel genetic mouse model | \$15,000    | Q4.S.B                   | Duke University                         |
| Role of Caspr2 (CNTNAP2) in brain circuits - Project 2  | \$159,168   | Q4.S.B                   | University of California, Los Angeles   |
| Molecular consequences of strong effect ASD mutations including 16p11.2   | \$125,000   | Q4.S.B                   | Massachusetts General Hospital          |
| 16p11.2 deletion mice: Autism-relevant phenotypes and treatment discovery   | \$200,000   | Q4.S.B                   | Stanford University                     |
| A novel window into ASD through genetic targeting of striosomes - Project 1   | \$82,473    | Q4.S.B                   | Cold Spring Harbor Laboratory           |
| Preclinical testing of novel oxytocin receptor activators in models of autism phenotypes                                      | \$0         | Q4.S.B                   | University of North Carolina            |
| A novel neural circuit analysis paradigm to model autism in mice  | \$196,667   | Q4.S.B                   | Duke University                         |
| Disruption of Cortical Projection Neurons, Circuits, and Cognition in ASD   | \$120,953   | Q4.S.B                   | The George Washington University        |

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| Functional consequences of disrupted MET signaling  | \$48,509    | Q4.S.B                   | Children's Hospital Los Angeles                        |
| 16p11.2: Defining the gene(s) responsible (grant 1)   | \$210,240   | Q4.S.B                   | Cold Spring Harbor Laboratory                          |
| Mechanisms of circuit failure and treatments in patient-derived neurons in autism   | \$406,250   | Q4.S.B                   | BROWN UNIVERSITY                                       |
| Preclinical testing of novel oxytocin receptor activators in models of autism phenotypes  | \$0         | Q4.S.B                   | University of North Carolina                           |
| Biomarker discovery for low sociability: A monkey model   | \$125,000   | Q4.S.B                   | Stanford University                                    |
| Safety, Efficacy and Basis of Oxytocin and Brain Stimulation Therapy in ASD   | \$114,583   | Q4.S.B                   | University of Pennsylvania                             |
| Striatal synaptic Abnormalities in Models of Autism   | \$397,500   | Q4.S.B                   | UT SOUTHWESTERN MEDICAL CENTER                         |
| Novel Genetic Models of Autism  | \$328,415   | Q4.S.B                   | UT SOUTHWESTERN MEDICAL CENTER                         |
| Temporally controlled genetic rescue of Shank3 autism model   | \$0         | Q4.S.B                   | University of Texas Southwestern Medical Center        |
| Role of Caspr2 (CNTNAP2) in brain circuits - Project 1  | \$154,145   | Q4.S.B                   | King's College London                                  |
| Evaluating hyperserotonemia as a biomarker of sensory dysfunction in autism spectrum disorder   | \$0         | Q4.S.B                   | Vanderbilt University                                  |
| Integrative system biology of iPSC-induced neurons for identifying novel drug targets   | \$0         | Q4.S.B                   | Baylor College of Medicine                             |
| Rat knockout models of ASD  | \$0         | Q4.S.B                   | Baylor College of Medicine                             |
| Role of Caspr2 (CNTNAP2) in brain circuits- Core  | \$89,999    | Q4.S.B                   | Weizmann Institute of Science                          |
| Mechanism and treatment of ASD related behavior in the Cntnap2 knockout mouse model   | \$0         | Q4.S.B                   | University of California, Los Angeles                  |
| Cerebellar signaling in mouse models of autism  | \$0         | Q4.S.B                   | NORTHWESTERN UNIVERSITY                                |
| In vivo approach to screen ASD allele functions in cortical interneurons  | \$62,500    | Q4.S.B                   | University of California, San Francisco                |
| Effects of oxytocin receptor agonists in mouse models of autism spectrum disorder phenotypes  | \$0         | Q4.S.B                   | University of North Carolina                           |
| Analysis of oxytocin function in brain circuits processing social cues  | \$62,500    | Q4.S.B                   | Harvard University                                     |
| Novel therapeutic targets to treat social behavior deficits in autism and related disorders   | \$0         | Q4.S.B                   | University of Texas Health Science Center, San Antonio |
| Embodied rhythm interventions for children with autism spectrum disorders   | \$0         | Q4.S.C                   | University of Connecticut                              |
| Efficacy of the Direct Instruction Language for Learning Program to Promote Expressive and Receptive Language in Children with Autism Spectrum Disorder | \$1,111,918 | Q4.S.C                   | Emory University                                       |
| Daily ratings of ASD Symptoms with digital media devices: An initial validity study   | \$0         | Q4.S.C                   | University of California, Los Angeles                  |
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|--|-----------|--------------------------|--|
| Intranasal oxytocin for the treatment of children and adolescents with autism spectrum disorders (ASD)                 | \$0       | Q4.S.C                   | Holland Bloorview Kids Rehabilitation Hospital |
| Efficacy of N-acetyl cysteine in autism  | \$0       | Q4.S.C                   | Deakin University                              |
| Efficacy of Parent-Child Interaction Therapy with ASD  | \$30,000  | Q4.S.C                   | University of Pittsburgh                       |
| Pivotal Response Treatment Package for Young Children with Autism  | \$240,750 | Q4.S.C                   | Stanford University                            |
| Randomized trial of a web-based system for building Individualized Education Plans.                                    | \$30,000  | Q4.S.C                   | Center for Autism and Related Disorders (CARD) |
| Using eLearning to train educational staff to implement paired-choice preference assessments                           | \$35,000  | Q4.S.C                   | Center for Autism and Related Disorders (CARD) |
| A randomized, controlled trial of intranasal oxytocin as an adjunct to behavioral therapy for autism spectrum disorder | \$0       | Q4.S.C                   | Massachusetts General Hospital                 |
| Sensory Over Responsivity & Anxiety in Youth with Autism   | \$25,658  | Q4.S.C                   | University of California, Los Angeles          |
| Validity of the CARD Indirect Functional Analysis.   | \$32,000  | Q4.S.C                   | Center for Autism and Related Disorders (CARD) |
| Testing Direct Effects of Soy Daidzein on Fragile X Phenotypes   | \$73,143  | Q4.S.C                   | University of Wisconsin                        |
| Evaluating the effects of isolated reinforcers on skill acquisition  | \$2,217   | Q4.S.C                   | New England Center for Children                |
| Evaluating the effects of intermittent reinforcement during paired stimulus preference assessments                     | \$2,217   | Q4.S.C                   | New England Center for Children                |
| Categories of Preference and Their Reinforcing Efficacy  | \$2,217   | Q4.S.C                   | New England Center for Children                |
| An evaluation of behavior sampling procedures for event recording  | \$2,217   | Q4.S.C                   | New England Center for Children                |
| Therapy Management Software for Naturalistic Model-Based Behavioral Interventions                                      | \$341,576 | Q4.S.C                   | EXPERIAD, LLC                                  |
| An analysis of peer attention in maintaining problem behavior in children with autism                                  | \$4,135   | Q4.S.C                   | New England Center for Children                |
| Use of a visual imagining procedure to teach remembering   | \$4,135   | Q4.S.C                   | New England Center for Children                |
| Determining reinforcer efficacy using demand curves& progressive ratio break points                                    | \$4,135   | Q4.S.C                   | New England Center for Children                |
| Durability of Neuroplasticity Changes from Cognitive Enhancement Therapy   | \$29,700  | Q4.S.C                   | University of Pittsburgh                       |
| Do children with autism spectrum disorders prefer predictable schedules?   | \$1,750   | Q4.S.C                   | New England Center for Children                |
| Enhancing Reading Comprehension: An Anaphoric Cuing Procedure  | \$1,750   | Q4.S.C                   | New England Center for Children                |
| Contingency analysis of observing and attending in intellectual disabilities   | \$1,750   | Q4.S.C                   | New England Center for Children                |

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| Teaching a generalized repertoire of helping   | \$1,750     | Q4.S.C                   | New England Center for Children        |
| Using matrix training to promote generalization of foundational skills                                     | \$1,750     | Q4.S.C                   | New England Center for Children        |
| Using matrix training to promote generalization of waiting   | \$1,750     | Q4.S.C                   | New England Center for Children        |
| Preference for precommitment choice in children with autism  | \$1,750     | Q4.S.C                   | New England Center for Children        |
| Multiple Mands and the Resurgence of Behavior  | \$1,750     | Q4.S.C                   | New England Center for Children        |
| An Evaluation of Decreasing Vocal & Motor Stereotypy in Children with Autism                               | \$6,815     | Q4.S.C                   | New England Center for Children        |
| The Effects of Varying Procedural Integrity  | \$6,815     | Q4.S.C                   | New England Center for Children        |
| Functional Analysis & Treatment Evaluation of Problem Behavior during Transitions                          | \$6,815     | Q4.S.C                   | New England Center for Children        |
| Comparison of momentary time sampling methods within a practical setting                                   | \$6,815     | Q4.S.C                   | New England Center for Children        |
| Teaching Verbal Behavior: A Response Prompt Evaluation   | \$6,815     | Q4.S.C                   | New England Center for Children        |
| From Public to Private Masturbation: An Assessment of Redirection Procedures & Discrimination Training     | \$6,815     | Q4.S.C                   | New England Center for Children        |
| Training DRA in different contexts to lower resistance to extinction of disruptive behavior                | \$6,815     | Q4.S.C                   | New England Center for Children        |
| Teaching complex skills using observational learning with video modeling to children diagnosed with autism | \$6,815     | Q4.S.C                   | New England Center for Children        |
| A Functional Analysis of Joint Attention   | \$6,815     | Q4.S.C                   | New England Center for Children        |
| Sulforaphane Treatment of Children with Autism Spectrum Disorder (ASD)                                     | \$1,260,906 | Q4.S.C                   | University of Massachusetts, Worcester |
| Combined-category preference assessment: Do edible and leisure items displace attention?                   | \$4,159     | Q4.S.C                   | New England Center for Children        |
| Functional analysis & treatment of immediate echolalia   | \$4,159     | Q4.S.C                   | New England Center for Children        |
| A Comparison of Differential Reinforcement Schedules to Reduce Automatically Maintained Stereotypy         | \$4,159     | Q4.S.C                   | New England Center for Children        |
| Identifying potential positive reinforcement contingencies during the functional analysis escape condition | \$4,159     | Q4.S.C                   | New England Center for Children        |
| Assessing the utility of a transfer trial procedure for promoting skill acquisition                        | \$4,159     | Q4.S.C                   | New England Center for Children        |
| Identifying reinforcers for use in the treatment of automatically reinforced behavior                      | \$4,159     | Q4.S.C                   | New England Center for Children        |
| A comparison of the effects of indirect assessments and demand assessments on functional analysis outcomes | \$4,159     | Q4.S.C                   | New England Center for Children        |
| Teaching One Step Imitation Actions to Children with Autism Using Matrix Training                          | \$2,716     | Q4.S.C                   | New England Center for Children        |

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| Teaching Social Orienting in Children with Autism   | \$2,716     | Q4.S.C                   | New England Center for Children        |
| Teaching Joint Attention Using Social vs Edible Reinforcers and Assessing Changes in Affect                                   | \$2,716     | Q4.S.C                   | New England Center for Children        |
| Comparing the effectiveness of video modeling and video prompting with children with autism                                   | \$2,716     | Q4.S.C                   | New England Center for Children        |
| Displacement and underevaluation of healthful foods by snack foods in preference assessments and surveys                      | \$899       | Q4.S.C                   | New England Center for Children        |
| Using Differential Reinforcement for Independent Responding   | \$899       | Q4.S.C                   | New England Center for Children        |
| A parametric analysis of the effect of procedural integrity errors in delivering reinforcement on skill activities            | \$899       | Q4.S.C                   | New England Center for Children        |
| Reinforcer effectiveness of healthy food  | \$899       | Q4.S.C                   | New England Center for Children        |
| Healthy GFCF Modified Atkins Diet for Treating Seizures in Autism   | \$0         | Q4.S.C                   | University of Arkansas                 |
| Transferring stimulus control to promote more independent leisure initiation  | \$0         | Q4.S.C                   | New England Center for Children        |
| Increasing variability in play in children with autism  | \$2,595     | Q4.S.C                   | New England Center for Children        |
| An evaluation of outcomes for brief and extended response restriction preference assessments                                  | \$2,595     | Q4.S.C                   | New England Center for Children        |
| 5/5-Randomized Trial of Parent Training for Young Children with Autism  | \$236,223   | Q4.S.D                   | University of Pittsburgh               |
| 2/5-Randomized Trial of Parent Training for Young Children with Autism  | \$244,127   | Q4.S.D                   | OHIO STATE UNIVERSITY                  |
| 1/5-Randomized Trial of Parent Training for Young Children with Autism  | \$242,475   | Q4.S.D                   | Emory University                       |
| 4/5-Randomized Trial of Parent Training for Young Children with Autism  | \$226,275   | Q4.S.D                   | Johns Hopkins University               |
| Intervention effects of intensity and delivery style for toddlers with ASD  | \$2,686,558 | Q4.S.D                   | University of California, Davis        |
| Strengthening the effects of parent-implemented early intervention to improve symptoms of ASD                                 | \$257,569   | Q4.S.D                   | University of California, Davis        |
| 3/5-Randomized Trial of Parent Training for Young Children with Autism  | \$217,449   | Q4.S.D                   | UNIVERSITY OF ROCHESTER                |
| Examining the efficacy of classroom pivotal response teaching in classroom environments                                       | \$403,996   | Q4.S.D                   | Rady Children's Hospital Health Center |
| LEAP-USA follow-up project  | \$0         | Q4.S.D                   | University of Colorado, Denver         |
| A randomized trial of the SCERTS curriculum for students with autism spectrum disorders in early elementary school classrooms | \$0         | Q4.S.D                   | Florida State University               |
| Comprehensive autism program using Strategies for Teaching based on Autism Research   | \$0         | Q4.S.D                   | Portland State University              |



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| Strengthening the effects of parent-implemented early intervention to improve symptoms of ASD                 | \$263,768   | Q4.S.D                   | University of Washington                      |
| Autism Intervention Research Network on Behavioral Health (AIR-B network)                                     | \$1,000,000 | Q4.S.D                   | University of California, Los Angeles         |
| Comprehensive parent-mediated intervention for children with autism in southern Taiwan                        | \$0         | Q4.S.D                   | Johns Hopkins University                      |
| Efficacy and sustainability of the STAR program   | \$0         | Q4.S.D                   | University of Pennsylvania                    |
| PASS: Parent-mediated intervention for autism spectrum disorders (ASD) in South Asia                          | \$0         | Q4.S.D                   | University of Liverpool                       |
| Advancing Social-Communication and Play (ASAP): An intervention program for preschoolers with autism          | \$653,343   | Q4.S.D                   | University of North Carolina                  |
| Project DATA: A multisite evaluation of a school-based model for preschoolers with autism                     | \$650,000   | Q4.S.D                   | University of Oklahoma Health Sciences Center |
| Evaluation of a comprehensive community-based intervention for toddlers with ASD                              | \$749,952   | Q4.S.D                   | University of Oklahoma Health Sciences Center |
| Joint attention mediated learning intervention for toddlers with autism spectrum disorders and their families | \$888,227   | Q4.S.D                   | Johns Hopkins University                      |
| Teaching social referencing to children with autism spectrum disorders  | \$2,716     | Q4.S.D                   | New England Center for Children               |
| Using the Early Skills Assessment Tool to Evaluate Outcomes in Children with Autism Spectrum Disorders        | \$2,716     | Q4.S.D                   | New England Center for Children               |
| Assessing Preference and Reinforcer Efficacy of Social Consequences   | \$899       | Q4.S.D                   | New England Center for Children               |
| A comparison of three methods for identifying reinforcers for children with autism                            | \$899       | Q4.S.D                   | New England Center for Children               |
| 2013 Dup15q Alliance Scientific Meeting Support   | \$0         | Q4.S.E                   | Dup15q Alliance                               |
| The use of non-invasive brain stimulation to improve social relating in autism spectrum disorders             | \$28,000    | Q4.S.F                   | Monash University                             |
| Acamprosate in Youth with Autism Spectrum Disorders   | \$149,415   | Q4.S.F                   | Cincinnati Children's Hospital Medical Center |
| Behavioral and neural underpinnings of learning in autism predict response to intervention                    | \$0         | Q4.S.F                   | Weill Cornell Medical College                 |
| Effects of self-generated experiences on social cognitive development in young children with autism           | \$149,998   | Q4.S.F                   | Kennedy Krieger Institute                     |
| A randomized clinical trial of cognitive enhancement therapy for adults with autism spectrum disorders        | \$0         | Q4.S.F                   | University of Pittsburgh                      |
| Identifying markers for treatment response to cognitive training in autism spectrum disorders                 | \$0         | Q4.S.F                   | University of California, Davis               |
| Brain Imaging Markers of Response to Intervention in Toddlers with Autism                                     | \$141,759   | Q4.S.F                   | University of North Carolina                  |
| Brain Connectivity Changes in Autism as a Function of Motor Training: A Pilot Study                           | \$0         | Q4.S.F                   | University of Wisconsin                       |

| Project Title   | Funding     | Strategic Plan Objective | Institution                                      |
|---|-------------|--------------------------|--|
| Clinical Trial of a Comprehensive Treatment for High-Functioning Children with ASD  | \$1,338,504 | Q4.S.F                   | Canisius College                                 |
| Neural Basis of Response to Virtual Reality Social Cognition Training in Adults with ASD  | \$57,900    | Q4.S.F                   | Yale University                                  |
| Behavioral and Neural Response to Memantine in Adolescents with Autism  | \$186,192   | Q4.S.F                   | Massachusetts General Hospital                   |
| Biomarkers in Autism of Aripiprazole and Risperidone Treatment (BAART)  | \$630,554   | Q4.S.F                   | MEDICAL UNIVERSITY OF SOUTH CAROLINA             |
| Contingency Analyses of Observing and Attending in Intellectual Disabilities  | \$268,224   | Q4.S.G                   | University of Massachusetts, Worcester           |
| Emergent communication skills of nonverbal children with autism facilitated by relational responding                              | \$0         | Q4.S.G                   | Swansea University                               |
| Inter-regional connectivity in the speech network of minimally verbal children  | \$379,502   | Q4.S.G                   | Boston University                                |
| Adaptive Interventions for Minimally Verbal Children with ASD in the Community  | \$2,563,341 | Q4.S.G                   | University of California, Los Angeles            |
| Peer-Mediated AAC Intervention for Children with Autism: Effects on Communication   | \$308,485   | Q4.S.G                   | University of Kansas                             |
| An experimental evaluation of matrix training to teach graphic symbol combinations in severe autism                               | \$10,000    | Q4.S.G                   | Purdue University                                |
| Comprehensive Communication Intervention for Minimally Verbal Children with Autism  | \$299,922   | Q4.S.G                   | Vanderbilt University                            |
| Growing Up Aware: A parent-based sexuality intervention for children with autism spectrum disorders                               | \$0         | Q4.S.H                   | Columbia University                              |
| Tailored behavioral intervention for insomnia in children with autism spectrum disorders  | \$0         | Q4.S.H                   | University of Pennsylvania                       |
| Study of Vitamin D during Pregnancy to Prevent the Recurrence of Autism in Newborn Siblings                                       | \$16,436    | Q4.S.H                   | Autism Research and Resources of Oregon          |
| Modifiable Behavior & Dietary Predictors of Overweight in Children with ASD   | \$239,465   | Q4.S.H                   | University of Kansas                             |
| Can a DRA without Extinction decrease inappropriate food consumption and maintain its effects following a delay to reinforcement? | \$4,135     | Q4.S.H                   | New England Center for Children                  |
| Investigation of Teacher-Mediated Toilet Training Using a Manualized Moisture Alarm Intervention                                  | \$300,000   | Q4.S.H                   | University of Rochester                          |
| Psychiatric Crisis among Youth and Transition-age Adults with Autism Spectrum Disorder  | \$30,000    | Q4.S.H                   | HUGO W. MOSER RESEARCH INSTITUTE KENNEDY KRIEGER |
| An evaluation of two emergency procedures to treat severe escape behavior   | \$29,500    | Q4.S.H                   | University of Florida                            |
| Comparing the effects of DRO & DRL schedules on problem behavior  | \$1,143     | Q4.S.H                   | New England Center for Children                  |
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| Project Title  | Funding     | Strategic Plan Objective | Institution                                    |
|--|-------------|--------------------------|--|
| Evaluating the use of alternative reinforcers and a work contingency for problem behavior maintained by tangible reinforcement | \$1,143     | Q4.S.H                   | New England Center for Children                |
| Relative efficacy of two NCR treatments for reducing escape-maintained problem behavior  | \$4,159     | Q4.S.H                   | New England Center for Children                |
| An evaluation of procedures for decreasing automatically reinforced problem behavior   | \$4,159     | Q4.S.H                   | New England Center for Children                |
| Effects of negative reinforcer value manipulations without extinction on escape-maintained problem behavior                    | \$4,159     | Q4.S.H                   | New England Center for Children                |
| Parent training to reduce the elopement of children with ASD at home and in the community                                      | \$30,000    | Q4.S.H                   | University of Rochester                        |
| Comparison of DRA and DNRA as Treatment for Problem Behavior Maintained by Escape from Social Demands                          | \$899       | Q4.S.H                   | New England Center for Children                |
| Neural Effects of Sustained Oxytocin Treatment in Children with Autism   | \$243,424   | Q4.L.A                   | ICAHN SCHOOL OF MEDICINE AT MOUNT SINAI        |
| Treatment of Overweight Induced by Antipsychotic Medication in Young People with ASD   | \$273,544   | Q4.L.A                   | Holland Bloorview Kids Rehabilitation Hospital |
| Randomized controlled trial of oxytocin treatment for social deficits in children with autism                                  | \$0         | Q4.L.A                   | Stanford University                            |
| Evaluation of a melanocortin agonist to improve social cognition in autism   | \$0         | Q4.L.A                   | University of Sydney                           |
| A Controlled Trial of Sertraline in Young Children with ASD  | \$300,000   | Q4.L.A                   | University of California, Davis                |
| Controlled trial of sertraline in young children with Fragile X Syndrome   | \$0         | Q4.L.A                   | University of California, Davis                |
| Piloting Treatment with Insulin-Like Growth Factor-1 in Phelan-McDermid Syndrome   | \$289,286   | Q4.L.A                   | ICAHN SCHOOL OF MEDICINE AT MOUNT SINAI        |
| Augmenting language interventions for ASD: A translational approach  | \$274,364   | Q4.L.A                   | University of California, Los Angeles          |
| The role of vasopressin in the social deficits of autism   | \$196,250   | Q4.L.A                   | Stanford University                            |
| Study of Oxytocin in Autism to Improve Reciprocal Social Behaviors (SOARS-B)   | \$2,562,872 | Q4.L.A                   | University of North Carolina                   |
| Efficacy of Parent-implemented Treatment in Infant Siblings of Children With ASD   | \$662,190   | Q4.L.B                   | Vanderbilt University                          |
| Targeting joint engagement in infants at risk for ASD: Integrating treatment wit   | \$274,972   | Q4.L.B                   | University of California, Los Angeles          |
| Human Clinical Trial of IGF-1 in Children with Idiopathic ASD  | \$0         | Q4.L.C                   | ICAHN SCHOOL OF MEDICINE AT MOUNT SINAI        |
| Response Heterogeneity to GI Treatment, Autism Symptom and Improved Oxidative Stress   | \$144,971   | Q4.L.C                   | Children's Hospital Los Angeles                |
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| Project Title  | Funding   | Strategic Plan Objective | Institution   |
|--|-----------|--------------------------|---|
| The Effects of Oxytocin on Social Reciprocity in Individuals with ASD  | \$35,000  | Q4.L.C                   | Yale University   |
| Metabolic signature of antipsychotics used in the treatment of autism  | \$0       | Q4.L.C                   | University of Cincinnati  |
| Teaching children with autism to identify others' knowledge  | \$15,000  | Q4.L.D                   | Center for Autism and Related Disorders (CARD)                            |
| Teaching children with autism to deal with jealousy constructively   | \$20,000  | Q4.L.D                   | Center for Autism and Related Disorders (CARD)                            |
| Related services intervention for expressive and receptive language skills in autism spectrum disorder and in cognitive impairment | \$0       | Q4.L.D                   | Vanderbilt University   |
| Kit for Kids evaluation project: An initial evaluation of evidence-based peer education materials                                  | \$9,984   | Q4.L.D                   | University of Kentucky  |
| Evaluating the efficacy of the school-based Social Competence Intervention for Adolescents (SCI-A) with high functioning autism    | \$808,790 | Q4.L.D                   | University of Missouri  |
| Developing a school-based social competence intervention (SCI)   | \$0       | Q4.L.D                   | University of Missouri  |
| iPrompt to improve teaching students with ASD  | \$0       | Q4.L.D                   | HandHold Adaptive, LLC  |
| Handheld Technology for Speech Development in Students with Autism spectrum Disorders  | \$0       | Q4.L.D                   | HandHold Adaptive, LLC  |
| Adapting an Evidence-Based Program for Infants and Toddlers at High Risk for Autism  | \$312,778 | Q4.L.D                   | University of California, San Diego                                       |
| Improving Cost Effectiveness Through Parent Training   | \$38,500  | Q4.L.D                   | Center for Autism and Related Disorders (CARD)                            |
| Evaluation of group-based implementation of applied behavior analysis  | \$38,500  | Q4.L.D                   | Center for Autism and Related Disorders (CARD)                            |
| Parent-implemented social-pragmatic communication intervention for young children with developmental disabilities                  | \$0       | Q4.L.D                   | Illinois State University   |
| A Community-Based Executive Function Intervention for Low-Income Children with ADHD and ASD  | \$0       | Q4.L.D                   | Children's Research Institute (CRI)<br>Children's National Medical Center |
| Efficacy of a parent-mediated intervention for one-year-olds at risk for autism  | \$0       | Q4.L.D                   | University of North Carolina  |
| Changing developmental trajectories through early treatment  | \$652,271 | Q4.L.D                   | Emory University  |
| Cognitive behavioral therapy for core autism symptoms in school-age children   | \$0       | Q4.L.D                   | University of California, Los Angeles                                     |
| Efficacy of the home TEACCHing program for toddlers with autism  | \$0       | Q4.L.D                   | University of North Carolina  |
| Efficacy of a qigong massage methodology for children with ASD aged 3-11 years   | \$299,991 | Q4.L.D                   | Western Oregon University   |
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| Project Title   | Funding     | Strategic Plan Objective | Institution                                    |
|---|-------------|--------------------------|--|
| Preschool Reading and Language Interventions for Children with Autism   | \$321,228   | Q4.L.D                   | University of Washington                       |
| Using lag schedules of reinforcement to teach play skills to children with autism spectrum disorders in an early childhood classroom          | \$0         | Q4.L.D                   | Chapin Hall at University of Chicago           |
| Comparative Efficacy of a Self-directed and Therapist-assisted Telehealth Parent Training Intervention for Children with ASD                  | \$299,988   | Q4.L.D                   | Michigan State University                      |
| Deployment focused model of JASPER for preschoolers with autism spectrum disorders  | \$0         | Q4.L.D                   | University of California, Los Angeles          |
| A peer-facilitated, multi-component social skills intervention for adolescents with ASD   | \$20,000    | Q4.L.D                   | University of California, Santa Barbara        |
| Development of a social and communication intervention for preschoolers with autism   | \$499,911   | Q4.L.D                   | Kennedy Krieger Institute                      |
| Which placement for which child? Moderators of outcome in an urban early intervention system  | \$74,990    | Q4.L.D                   | University of Pennsylvania                     |
| Virtual reality applications for the study of attention and learning in children with autism and ADHD   | \$395,450   | Q4.L.D                   | University of California, Davis                |
| Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA)   | \$1,879,805 | Q4.L.D                   | University of North Carolina                   |
| Factors associated with positive outcomes for children and youth with autism: Secondary analysis of data from SEELS and NLTS2                 | \$0         | Q4.L.D                   | SRI International                              |
| Developing a 3D-based virtual learning environment for use in schools to enhance the social competence of youth with autism spectrum disorder | \$0         | Q4.L.D                   | University of Missouri                         |
| A computer-based social intervention for students with high functioning ASD: Using technology to improve special education                    | \$0         | Q4.L.D                   | 3-C Institute for Social Development           |
| Teaching children with autism self-monitoring skills  | \$10,000    | Q4.L.D                   | Center for Autism and Related Disorders (CARD) |
| Increasing flexibility in children with autism  | \$9,500     | Q4.L.D                   | Center for Autism and Related Disorders (CARD) |
| Teaching children with autism to identify social saliency: Shifting attention   | \$10,000    | Q4.L.D                   | Center for Autism and Related Disorders (CARD) |
| Teaching children with autism to respond to subtle social cues: Desires   | \$32,000    | Q4.L.D                   | Center for Autism and Related Disorders (CARD) |
| Teaching children with autism to detect deception   | \$40,000    | Q4.L.D                   | Center for Autism and Related Disorders (CARD) |
| Enhancing Social Learning Through Oxytocin Augmentation of Social Skills Groups in Children with ASD  | \$0         | Q4.L.D                   | Rush University                                |
| iSKILLS : The audio/video guidance repository for life skills   | \$0         | Q4.L.D                   | University of Georgia                          |
| Peer support and peer network interventions to improve peer relationships and school engagement   | \$0         | Q4.L.D                   | Vanderbilt University                          |

| Project Title   | Funding   | Strategic Plan Objective | Institution                           |
|---|-----------|--------------------------|---------------------------------------|
| Dynamic E-Learning to Improve Postsecondary Transition Outcomes for Secondary Students with High Functioning Autism   | \$0       | Q4.L.D                   | 3-C Institute for Social Development  |
| Improving social-communication and engagement of elementary students with autism spectrum disorders   | \$0       | Q4.L.D                   | University of North Carolina          |
| Effects of incidental teaching on expressive language of school age children with ASD who use AAC   | \$0       | Q4.L.D                   | Pennsylvania State University         |
| Using Growth Trajectories To Predict Distal Outcomes in Parent-Implemented Intervention for Toddlers  | \$29,500  | Q4.L.D                   | Florida State University              |
| Improving social-communication, literacy, and adaptive behaviors for young children with autism spectrum disorders  | \$0       | Q4.L.D                   | University of Kansas                  |
| Effectiveness of a virtual coach application in social skills training for teens with ASD   | \$0       | Q4.L.D                   | University of California, Los Angeles |
| Using Peer Models in the Context of Small-Group Direct Instruction to Teach Social and Academic Skills to Children with Autism  | \$185,042 | Q4.L.D                   | Vanderbilt University                 |
| Efficacy of a Comprehensive School-Based Intervention for Children with High-Functioning Autism Spectrum Disorders (HFASDs)   | \$828,257 | Q4.L.D                   | Canisius College                      |
| Enhancing traditional group social skill instruction using video-based group instruction tactics  | \$10,000  | Q4.L.D                   | Michigan State University             |
| An evaluation of a behaviorally based social skills group for young children diagnosed with autism  | \$20,000  | Q4.L.D                   | Autism Partnership Foundation         |
| Undergraduate Research Award  | \$3,000   | Q4.L.D                   | University of Pennsylvania            |
| Parent Mediated Interventions in Autism: The Search for Meaningful Outcomes   | \$298,282 | Q4.L.D                   | University of Colorado, Denver        |
| Teaching Core Skills: Evaluating a Targeted Curriculum  | \$1,750   | Q4.L.D                   | New England Center for Children       |
| Strategies to increase cooperation during transitions: A evaluation of student preference   | \$1,750   | Q4.L.D                   | New England Center for Children       |
| Undergraduate Research Award  | \$3,000   | Q4.L.D                   | University of Notre Dame              |
| Improving Hospitalizations for Children with ASD: Testing the Cost and Clinical Efficacy of Integrated Behavioral Intervention  | \$252,737 | Q4.L.D                   | Vanderbilt University                 |
| Supporting early educators in suddenly inclusive ASD settings – An intervention feasibility study   | \$29,425  | Q4.L.D                   | University of Massachusetts, Boston   |
| Parents Taking Action: A Parent Training Intervention for Latino Immigrant Families   | \$196,215 | Q4.L.D                   | University of Illinois                |
| I-CONNECT PLUS: Enhancing Community Participation for Adolescents and Adults with ASD Using Online Instruction, Coaching, and Accessible Self-Management Technologies | \$474,772 | Q4.L.D                   | University of Kansas                  |
|   |           |                          |                                       |

| Project Title  | Funding   | Strategic Plan Objective | Institution   |
|--|-----------|--------------------------|---|
| Enhancing Augmentative and Alternative Communication Rates in pre-K Through 6  | \$149,995 | Q4.L.D                   | Speak Agent   |
| Evaluation of synchronous online parent skill training   | \$0       | Q4.L.D                   | The Research Foundation of the State University of New York |
| (SDAS) Peer-victimization of Adolescents with ASD: Filling the Knowledge Gaps to Create Anti-bullying Interventions                                    | \$100,000 | Q4.Other                 | University of California, San Francisco                     |
| Serotonin Receptor Subtypes as Pharmacotherapeutic Targets in Autism   | \$165,000 | Q4.Other                 | HUSSMAN INSTITUTE FOR AUTISM, INC.                          |
| Peers, play and performance to improve social interaction in autism  | \$235,500 | Q4.Other                 | Vanderbilt University                                       |
| An Evaluation of a Mobile Application Designed to Teach Receptive Language Skills to Children with Autism Spectrum Disorder                            | \$60,400  | Q4.Other                 | Center for Autism and Related Disorders (CARD)              |
| evaluation of effects of intensity and duration on outcomes across treatment domains for children with autism spectrum disorder                        | \$21,700  | Q4.Other                 | Center for Autism and Related Disorders (CARD)              |
| An Evaluation of the Impact of Supervision Intensity, Supervisor Qualifications, and Caseload on Outcomes in the Treatment of Autism Spectrum Disorder | \$50,750  | Q4.Other                 | Center for Autism and Related Disorders (CARD)              |
| Intensity and Learning Outcomes in the Treatment of Children with Autism Spectrum Disorder   | \$63,000  | Q4.Other                 | Center for Autism and Related Disorders (CARD)              |
| HCC-Medium: Personalized socially-assistive human-robot interaction: Applications to autism spectrum disorder  | \$0       | Q4.Other                 | University of Southern California                           |
| A novel adaptive transactional virtual reality-based assistive technology for autism intervention  | \$0       | Q4.Other                 | Vanderbilt University                                       |
| Adaptive Response Technology for Autism Spectrum Disorders Intervention  | \$373,849 | Q4.Other                 | Vanderbilt University                                       |
| NIH R21/R33: Transformative Co-Robotic Technology for Autism Intervention  | \$248,271 | Q4.Other                 | Vanderbilt University                                       |
| Phase 2: Animated Visual Support for Social Support (AViSSS); An interactive virtual experience for social skill development                           | \$0       | Q4.Other                 | University of Kansas  |
| Prosodic and pragmatic training in highly verbal children with autism  | \$100,000 | Q4.Other                 | Harvard University  |
| Training Community Providers to Implement an Evidence-Based Early Intervention Program   | \$149,733 | Q4.Other                 | University of California, Davis                             |
| Wireless EEG System for Training Attention and Eye Movement in ASD   | \$307,351 | Q4.Other                 | UNIVERSITY OF CALIFORNIA SAN DIEGO                          |
| Development of a novel neurotechnology to promote emotion recognition in autism  | \$269,650 | Q4.Other                 | VIRGINIA POLYTECHNIC INST AND ST UNIV                       |
| Treatment of Autism Symptoms in Children (TASC): Initial RCT with Active Control   | \$385,000 | Q4.Other                 | University of California, Los Angeles                       |

| Project Title  | Funding     | Strategic Plan Objective | Institution                             |
|--|-------------|--------------------------|---|
| Gaze Modification Strategies for Toddlers with ASD   | \$208,125   | Q4.Other                 | Yale University                         |
| A non-interactive method for teaching noun and verb meanings to young children with ASD              | \$0         | Q4.Other                 | Boston University                       |
| Hybrid social communication intervention for children with ASD: Sibling mediation and video modeling | \$0         | Q4.Other                 | Portland State University               |
| Exploration of resting-state network dynamics in autism spectrum disorders                           | \$30,000    | Q4.Other                 | Harvard University                      |
| Home-based system for biobehavioral recording of individuals with autism                             | \$441,100   | Q4.Other                 | Northeastern University                 |
| The use of eye-tracking as an outcome measure for an innovative early social intervention for ASD    | \$29,972    | Q4.Other                 | University of California, Santa Barbara |
| New Experimental Medicine Studies: Fast-Fail Trials in Autism Spectrum Disorders                     | \$306,043   | Q4.Other                 | University of California, Los Angeles   |
| Fast Fail Trials in Autism Spectrum Disorders (FAST-AS)  | \$6,092,360 | Q4.Other                 | University of California, Los Angeles   |
| Exploring links between multisensory and cognitive function in autism                                | \$0         | Q4.Other                 | Vanderbilt University                   |
| Increasing variability of verbal initiations through the responses of conversation patterns          | \$0         | Q4.Other                 | Texas Christian University              |
| A probiotic therapy for autism   | \$125,000   | Q4.Other                 | California Institute of Technology      |
| Neurosteroids Reverse Tonic Inhibition Deficits in Fragile X Syndrome                                | \$196,672   | Q4.Other                 | Tufts University                        |
| CIHR Chair: Autism Spectrum Disorders Treatment and Care Research                                    | \$15,000    | Q4.Other                 | York University                         |
| NRI: Music-based Interactive Robotic Orchestration for Children with ASD                             | \$219,008   | Q4.Other                 | NEW YORK INST OF TECHNOLOGY             |
| Whole Brain Mapping of the Effects of Intranasal Oxytocin in CNTNAP2 KO Mouse Model of Autism        | \$30,000    | Q4.Other                 | Cold Spring Harbor Laboratory           |
| The BUFFET Program: Building Up Food Flexibility and Exposure Treatment                              | \$54,299    | Q4.Other                 | Children's Hospital of Philadelphia     |
| Atypical Effects of Reinforcement Procedures in ASD  | \$203,513   | Q4.Other                 | University of Massachusetts, Worcester  |
| EPC Systematic Review: Autism Spectrum Disorders - Update  | \$0         | Q4.Other                 | Vanderbilt EPC                          |
| Neurosteroids Reverse Tonic Inhibition Deficits in Fragile X Syndrome                                | \$196,672   | Q4.Other                 | Tufts University                        |
| Does Mindfulness Training Enhance Early Evidence-based Parent-coaching Interventions?                | \$296,160   | Q4.Other                 | Vanderbilt University                   |
| Studying and Improving Social Learning in Toddlers with ASD Using Interactive Eye Tracking           | \$51,352    | Q4.Other                 | Yale University                         |
| Let's Face It! 2.0: Training the dynamics of facial expressions for children with ASD                | \$29,656    | Q4.Other                 | University of Victoria                  |



| Project Title   | Funding  | Strategic Plan Objective | Institution                       |
|---|----------|--------------------------|-----------------------------------|
| Use of a multiple schedule to treat perseverative behavior  | \$1,143  | Q4.Other                 | New England Center for Children   |
| Evaluating direct and indirect reinforcement contingencies in children with autism  | \$1,143  | Q4.Other                 | New England Center for Children   |
| Individualized Adaptive Robot-Mediated Intervention Architecture for Autism   | \$0      | Q4.Other                 | Vanderbilt University             |
| GABA-A receptor subtypes as therapeutic targets in autism   | \$60,000 | Q4.Other                 | MCLEAN HOSPITAL                   |
| CAREER: Combining Crowdsourcing and Computational Creativity to Enable Narrative Generation for Education, Training, and Healthcare | \$99,657 | Q4.Other                 | Georgia Tech Research Corporation |
| EAGER: Studying Emotional Responses of Children with Autism in Interaction with Facially Expressive Social Robots                   | \$80,000 | Q4.Other                 | University of Colorado, Denver    |
| Teaching Cooking Skills Using Matrix Training and Video Prompting   | \$2,716  | Q4.Other                 | New England Center for Children   |
| Conditioning of Verbal Praise   | \$899    | Q4.Other                 | New England Center for Children   |
| A comparison of BST and enhanced instruction training for conducting reinforcer assessments   | \$899    | Q4.Other                 | New England Center for Children   |

